### Standards and benchmarks to be learned/achieved

<table>
<thead>
<tr>
<th>12.1. A. Communication in the Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and compare distinct regional accents of the sound system of the target language.</td>
</tr>
<tr>
<td>Know details of the sound system and spelling patterns of the target language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12.1.B. The Target Language Vocabulary in Speaking and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know advanced vocabulary and idiomatic expressions used in speaking and writing.</td>
</tr>
<tr>
<td>Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.</td>
</tr>
</tbody>
</table>

### Instructional activities including materials to be used to achieve mastery of benchmarks and standards

- Lecture
- Worksheets
- Audio activities
- Video
- Partner activities
- Group activities
- Cultural activities
- Reading
- Book exercises
- Dialogues
- Writing assignments
- Communicative activities
- Games
- Dictation
- Teacher modeling
- Repetition
- Songs
- Poetry
- Riddles
- Field trips
- T.P.R.
- Research
- Discussions
- Realia
- Transparencies

### Assessment Processes

- Tests
- Quizzes
- Project
- Homework
- Reports
- Oral presentation
- Dialogues
- Aural assessments
- Oral assessments
- T.P.R. assessments
- Compositions
<table>
<thead>
<tr>
<th>Standards and benchmarks to be learned/achieved</th>
<th>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</th>
<th>Assessment Processes</th>
</tr>
</thead>
</table>
| 12.1.C. The Target Language Vocabulary in Listening and Reading | • Lecture  
• Worksheets  
• Audio activities  
• Video  
• Partner activities  
• Group activities  
• Cultural activities  
• Reading  
• Book exercises  
• Dialogues  
• Writing assignments  
• Communicative activities  
• Games  
• Dictation  
• Teacher modeling  
• Repetition  
• Songs  
• Poetry  
• Riddles  
• Field trips  
• T.P.R.  
• Research  
• Discussions  
• Realia  
• Transparencies | • Tests  
• Quizzes  
• Project  
• Homework  
• Reports  
• Oral presentation  
• Dialogues  
• Aural assessments  
• Oral assessments  
• T.P.R. assessments  
• Compositions |
| Recognize advanced vocabulary and idiomatic expressions used in speaking and writing. | | |
| 12.1.D. The Target Language Sentence Structure | • Lecture  
• Worksheets  
• Audio activities  
• Video  
• Partner activities  
• Group activities  
• Cultural activities  
• Reading  
• Book exercises  
• Dialogues  
• Writing assignments  
• Communicative activities  
• Games  
• Dictation  
• Teacher modeling  
• Repetition  
• Songs  
• Poetry  
• Riddles  
• Field trips  
• T.P.R.  
• Research  
• Discussions  
• Realia  
• Transparencies | |
<table>
<thead>
<tr>
<th>Standards and benchmarks to be learned/achieved</th>
<th>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</th>
<th>Assessment Processes</th>
</tr>
</thead>
</table>
| 12.1.E. The Target Language                    | ▪ Lecture
▪ Worksheets
▪ Audio activities
▪ Video
▪ Partner activities
▪ Group activities
▪ Cultural activities
▪ Reading
▪ Book exercises
▪ Dialogues
▪ Writing assignments
▪ Communicative activities
▪ Games
▪ Dictation
▪ Teacher modeling
▪ Repetition
▪ Songs
▪ Poetry
▪ Riddles
▪ Field trips
▪ T.P.R.
▪ Research
▪ Discussions
▪ Realia
▪ Transparencies                           | ▪ Tests
▪ Quizzes
▪ Project
▪ Homework
▪ Reports
▪ Oral presentation
▪ Dialogues
▪ Aural assessments
▪ Oral assessments
▪ T.P.R. assessments
▪ Compositions |
| Comparison with Other Languages               |                                                                                                               |                      |
| Identify words from the target language that are commonly used in English. |                                                                                                               |                      |
| Identify words in English that have origins in the target language. |                                                                                                               |                      |
| Analyze and compare the origins and meanings of common target language words used frequently in the English language. |                                                                                                               |                      |
| Describe the influence of historical events in the target culture/language that have an impact on the English language and culture. |                                                                                                               |                      |
| 12.1.F. The Target Language                    | ▪ Lecture
▪ Worksheets
▪ Audio activities
▪ Video
▪ Partner activities
▪ Group activities
▪ Cultural activities
▪ Reading
▪ Book exercises
▪ Dialogues
▪ Writing assignments
▪ Communicative activities
▪ Games
▪ Dictation
▪ Teacher modeling
▪ Repetition
▪ Songs
▪ Poetry
▪ Riddles
▪ Field trips
▪ T.P.R.
▪ Research
▪ Discussions
▪ Realia
▪ Transparencies                           | ▪ Tests
▪ Quizzes
▪ Project
▪ Homework
▪ Reports
▪ Oral presentation
▪ Dialogues
▪ Aural assessments
▪ Oral assessments
▪ T.P.R. assessments
▪ Compositions |
<p>| Connections with Other Curriculum Areas        |                                                                                                               |                      |
| Research, analyze and describe the target language’s influence in different areas of the school curriculum. |                                                                                                               |                      |</p>
<table>
<thead>
<tr>
<th>Standards and benchmarks to be learned/achieved</th>
<th>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</th>
<th>Assessment Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12.3.A. Products and Customs in the Target Culture</strong>&lt;br&gt;Explain a variety of services, products and customs of the target culture.&lt;br&gt;Analyze unfamiliar products, customs, and institutions of the target culture.</td>
<td>▪ Lecture&lt;br▪ Worksheets&lt;br▪ Audio activities&lt;br▪ Video&lt;br▪ Partner activities&lt;br▪ Group activities&lt;br▪ Cultural activities&lt;br▪ Reading&lt;br▪ Book exercises&lt;br▪ Dialogues&lt;br▪ Writing assignments&lt;br▪ Communicative activities&lt;br▪ Games&lt;br▪ Dictation&lt;br▪ Teacher modeling&lt;br▪ Repetition&lt;br▪ Songs&lt;br▪ Poetry&lt;br▪ Riddles&lt;br▪ Field trips&lt;br▪ T.P.R.&lt;br▪ Research&lt;br▪ Discussion&lt;br▪ Realia&lt;br▪ Transparencies</td>
<td>▪ Tests&lt;br▪ Quizzes&lt;br▪ Project&lt;br▪ Homework&lt;br▪ Reports&lt;br▪ Oral presentation&lt;br▪ Dialogues&lt;br▪ Aural assessments&lt;br▪ Oral assessments&lt;br▪ T.P.R. assessments&lt;br▪ Compositions</td>
</tr>
<tr>
<td><strong>12.3.B. Expressions and Gestures in the Target Language</strong>&lt;br&gt;Explain, assess, and analyze the misconceptions that occur in cross-cultural situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards and benchmarks to be learned/achieved</td>
<td>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</td>
<td>Assessment Processes</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 12.3.C. The Target Language’s Cultural Similarities and Differences Compared with Other Cultures. | ▪ Lecture  
▪ Worksheets  
▪ Audio activities  
▪ Video  
▪ Partner activities  
▪ Group activities  
▪ Cultural activities  
▪ Reading  
▪ Book exercises  
▪ Dialogues  
▪ Writing assignments  
▪ Communicative activities  
▪ Games  
▪ Dictation  
▪ Teacher modeling  
▪ Repetition  
▪ Songs  
▪ Poetry  
▪ Riddles  
▪ Field trips  
▪ T.P.R.  
▪ Research  
▪ Discussions  
▪ Realia  
▪ Transparencies | ▪ Tests  
▪ Quizzes  
▪ Project  
▪ Homework  
▪ Reports  
▪ Oral presentation  
▪ Dialogues  
▪ Aural assessments  
▪ Oral assessments  
▪ T.P.R. assessments  
▪ Compositions |

- Compare and contrast the similarities and differences in social institutions between cultures.
- Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.

12.3.D. Influence and Connections of the Target Culture Within the School Curriculum

- Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
<table>
<thead>
<tr>
<th>Standards and benchmarks to be learned/achieved</th>
<th>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</th>
<th>Assessment Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5.A. World Languages in the Community</td>
<td>• Lecture • Worksheets • Audio activities • Video • Partner activities • Group activities • Cultural activities • Reading • Book exercises • Dialogues • Writing assignments • Communicative activities • Games • Dictation • Teacher modeling • Repetition • Songs • Poetry • Riddles • Field trips • T.P.R. • Research • Discussions • Realia • Transparencies</td>
<td>• Tests • Quizzes • Project • Homework • Reports • Oral presentation • Dialogues • Aural assessments • Oral assessments • T.P.R. assessments • Compositions</td>
</tr>
</tbody>
</table>
## SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allez-Viens – Level 2 Chapter #10 Je peux te parler?</td>
<td>1. Video: in which native speakers demonstrate usage of unit objectives through real life situations a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit 2. Presentation of grammar points: a. Placement of object pronouns b. Direct object pronouns with the passé composé c. Object pronouns before an infinitive 3. Written exercises to reinforce grammar points and vocabulary. 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities including student-to-student, teacher-to-student, student-to-teacher, and small groups 6. Tests and quizzes 7. Game or project</td>
<td>20 lessons 4 weeks</td>
</tr>
</tbody>
</table>

The students will:
1. Share confidences
2. Ask for and give advice
3. Ask for and grant a favor
4. Make excuses
5. Apologize and accept an apology
6. Reproach someone
7. Learn about the cuisine of Province and le parc des thermes
8. Learn and practice advanced classroom expressions

Readings:
1. Le Petit Chaperon Rouge
2. Blanche Neige et Les Sept Nains
3. Cyrano de Bergerac
4. La Belle et La Bête
5. Les Miserables – excerpt
6. Dumas’s – Count of Monte Cristo
7. Cendrillon
8. The French Revolution
9. La Parure
## SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allez-Viens – Level 2 Chapter #10 Je peux te parler? (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Movies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Teens of Montreal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Toujours Province</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Roxanne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) La Belle et La Bête – Cocteau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Cendrillon – Disney</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) It’s a Dog’s Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Les Miserables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Bastille Day in Paris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Marie Antoinette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) The Guillotine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) A Tale of Two Cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) L’Amour de la Vie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) A Day in the Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Monet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) Linnea in Monet’s Garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) The French Paradox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17) Dining in France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18) The Count of Monte’ Cristo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allez-Viens – Level 2  Chapter #11 Chacun ses gouts</td>
<td>1. Video: in which native speakers demonstrate usage of unit objectives through real life situations</td>
<td>20 lessons</td>
</tr>
<tr>
<td>The students will:</td>
<td>a. Activity worksheet will be completed by students to indicate comprehension of objectives</td>
<td>4 weeks</td>
</tr>
<tr>
<td>1. Identify people and things</td>
<td>b. Generate discussion in target language on aspects of unit objectives</td>
<td></td>
</tr>
<tr>
<td>2. Ask for and give information</td>
<td>c. Comparison of US vs. other culture as related to unit objectives</td>
<td></td>
</tr>
<tr>
<td>3. Give opinions</td>
<td>2. Presentation of grammar points:</td>
<td></td>
</tr>
<tr>
<td>4. Summarize information</td>
<td>a. Verb – connaitre – to know</td>
<td></td>
</tr>
<tr>
<td>5. Emphasize likes and dislikes</td>
<td>b. Structure “c’est” vs. “il/elle est”</td>
<td></td>
</tr>
<tr>
<td>6. Make and respond to suggestions</td>
<td>c. Relative pronouns qui and que</td>
<td></td>
</tr>
<tr>
<td>7. Learn about musical tastes of French adolescents’ movie theatres in France and using the</td>
<td>3. Written exercises to reinforce grammar points and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Minitel computer</td>
<td>4. Listening activities to develop aural comprehension of language including unit objectives</td>
<td></td>
</tr>
<tr>
<td>8. Write a diamond poem</td>
<td>5. Interactive activities</td>
<td></td>
</tr>
<tr>
<td>9. Read the play “Cendrillon”</td>
<td>6. Tests and quizzes</td>
<td></td>
</tr>
<tr>
<td>10. Watch the French Disney movie “Cendrillon” in French</td>
<td>7. Game or project</td>
<td></td>
</tr>
<tr>
<td>(Use worksheet to describe characters in movie.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
</table>
## SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allez-Viens – Level 3</strong></td>
<td>1. Video: in which native speakers renew acquaintances</td>
<td>20 lessons</td>
</tr>
<tr>
<td><strong>Chapter #1</strong></td>
<td>a. Activity worksheets completed by students</td>
<td>4 weeks</td>
</tr>
<tr>
<td>France, les régions</td>
<td>b. Generate discussion in target language on aspects of unit objectives</td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td>c. Comparison of US vs. other culture as related to unit objectives</td>
<td></td>
</tr>
<tr>
<td>1. Renew old acquaintances</td>
<td>2. Presentation of grammar points: review the passé composé</td>
<td></td>
</tr>
<tr>
<td>2. Use inquiry</td>
<td>3. Written exercises to reinforce grammar points and vocabulary</td>
<td></td>
</tr>
<tr>
<td>3. Express enthusiasm</td>
<td>4. Listening activities to develop aural comprehension of language including unit objectives</td>
<td></td>
</tr>
<tr>
<td>4. Exchange information</td>
<td>5. Interactive activities</td>
<td></td>
</tr>
<tr>
<td>5. Express indecision</td>
<td>6. Tests and quizzes</td>
<td></td>
</tr>
<tr>
<td>6. Make recommendations</td>
<td>7. Game or project</td>
<td></td>
</tr>
<tr>
<td>7. Order food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ask for details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Learn about regional cuisine in France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Learn about major regions in France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Read the French packet concerning the French Revolution and do puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Show movie about Versailles Palais</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Show movie about Marie Antoinette</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allez-Viens – Level 3  Chapter #2 Belgigue, nous Voilà! The student will: &lt;br&gt;1. Ask for and give directions &lt;br&gt;2. Express impatience &lt;br&gt;3. Reassure someone &lt;br&gt;4. Express enthusiasm &lt;br&gt;5. Express boredom &lt;br&gt;6. Ask and tell where things are &lt;br&gt;7. Extend invitations &lt;br&gt;8. Learn about the French speaking country, Belgium &lt;br&gt;9. Show movie about “La Guillotine” &lt;br&gt;10. Show movie about “A Tale of Two Cities” &lt;br&gt;11. Write an acrostic poem in French concerning the characters in the story</td>
<td>1. Video: in which native speakers demonstrate usage of unit objectives through real life situations &lt;br&gt;   a. Activity worksheets will be completed by students to indicate comprehension of objectives &lt;br&gt;   b. Generate discussions in target language on aspects of unit objectives &lt;br&gt;   c. Comparison of US vs. other culture as related to unit objectives &lt;br&gt;2. Presentation of grammar points: &lt;br&gt;   a. The imperative &lt;br&gt;   b. Irregular verb – conduire &lt;br&gt;   c. Direct and indirect object pronouns &lt;br&gt;   d. Re-entry – imparfait &lt;br&gt;3. Written exercises to reinforce grammar points and vocabulary &lt;br&gt;4. Listening activities to develop aural comprehension of language including unit objectives &lt;br&gt;5. Interactive activities &lt;br&gt;6. Test and quizzes &lt;br&gt;7. Game or project</td>
<td>20 lessons 4 weeks</td>
</tr>
</tbody>
</table>
## SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
</table>
| **Allez-Viens – Level 3 Chapter # 3**  
Soyons Responsables  
The students will:  
1. Ask for, grant, and refuse permission  
2. Express obligation  
3. Forbid others to do something  
4. Reproach others  
5. Justify actions  
6. Reject other excuses  
7. Complain  
8. Talk about doing chores  
9. Learn about the French speaking country, Switzerland  
10. Talk about the environment  
11. Spend four days researching Impressionist painters in our library. Each student is assigned a special painter.  
12. Students do English and French writings on their painter | 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations  
   a. Activity worksheets will be completed by students to indicate comprehension of objectives  
   b. Generate discussion in target language on aspects of unit objectives  
   c. Comparison of US vs. other culture as related to unit objectives  
2. Presentation of grammar points:  
   a. Irregular verb – “devoir”  
   b. Subjunctive tense  
   c. Use ne…pas and infinitive  
3. Written exercises to reinforce grammar points and vocabulary  
4. Listening activities to develop comprehension of language including unit objectives  
5. Interactive activities  
6. Tests and quizzes  
7. Game or project | 30 lessons  
6 weeks |
SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Instructional Activity (What)</th>
<th>Instructional Process (How) Including Assessment</th>
<th>Number of Lessons (When)</th>
</tr>
</thead>
</table>